

Fairfield infant and Nursery School
Whole School Provision Map



SPECIALIST SEN SUPPORT (Wave 3)

This specialist support is for those children who have special educational needs and require personalised provision. This is designed, implemented and reviewed using our best endeavours to meet the child's needs. This support follows an assess, plan, do, review (APDR) cycle in adherence with the Code of Practice. We aim to work closely with other professionals and outside agencies in order to ensure that each child is happy, well supported and making good progress towards agreed targets. Our aim is to always work with the child at the heart of everything we do, alongside a close partnership with parents.

Educational Health Care Plans (EHCPs - wave 4)

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through internal SEN school support. EHC plans identify educational, health and social needs and set out the the provision required to meet those needs.

This document sets out the three levels of support available to pupils at Fairfield Infant and Nursery School

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ENVIRONMENT

Universal Offer (Wave 1) <i>Available for all pupils</i>	Targeted Support (Wave 2) <i>Additional to/ different from</i>	Specialist provision (Wave 3)
ASSESSMENT: Sensory Audit		
<ul style="list-style-type: none"> • Safe and well organised classrooms • Calm and purposeful environments • Visual resources easily accessible e.g. word banks, common exception words for every class • Resources are readily available and differentiated according to need • Working Walls • Visual Timetables with PECs visuals • Modelling handwriting to demonstrate expectations consistently • Calm areas in classrooms with supportive materials to support co-regulation • Emotional regulation prompts in each classroom to support independence • Outdoor learning and natural resources are used when appropriate • Access to sessions in The Spinney • A range of multi-sensory resources are used within and across lessons • Workstations • Now and Next boards 	<ul style="list-style-type: none"> • Supervised access to Break out spaces • Outdoor learning spaces 	<ul style="list-style-type: none"> • Bespoke (Alternative) Provision

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COGNITION AND LEARNING

Universal Offer (Wave 1) <i>Available for all pupils</i>	Targeted Support (Wave 2) <i>Additional to/ different from</i>	Specialist provision (Wave 3)
ASSESSMENTS: Phonics Tracker (S&B, HFW, GPC), Cold/hot tasks, Pink/green daily assessments, Live marking, Science assessment booklet, PM Benchmarking, Teacher observation, Handwriting baseline, Itrack, Little Wandle Assessments, Nursery Baseline, Clever Writers assessments		
<ul style="list-style-type: none"> • Adaptive teaching approach • Differentiated planning, activities, delivery and outcomes for groups • Visual timetables • Word banks • Clear and simple instructions • Check for understanding • Consistent use of positive language <ul style="list-style-type: none"> • Visual cues and prompts • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills • Multi-sensory approach to learning • Alternatives to written recording as appropriate: laptop/word processor, talking tim, ipad • Minimise copying from the board • Provide key words • Ensure fonts on whiteboard are clear and of a reasonable size. • Quiet, low sensory environment to assist concentration and learning. 	<ul style="list-style-type: none"> • Phonics Intervention groups • Maths intervention groups • Individual support in class • NCETM Mastering Number 	<ul style="list-style-type: none"> • Educational Psychologist • Bespoke timetable

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<ul style="list-style-type: none">• Extra take-up time for responses to questions or contributions to group discussion.• Working walls• Using practical activities and experiential learning, including work with concrete/visual materials and objects of reference to establish concepts and skills.• Precision Teach• Daily Practice• High-five hands• Targeted 1:1 readers• Phonics Screening Booster group (Year 1)• Visuals• Word banks• Concrete materials/manipulatives• Pre-teach (Maths)• Opportunities for children to transfer/generalise their learning in different contexts.• Opportunities for revision and over learning.• Access to groups where children are working with peers of similar levels.• Access to grouping that enables children to work with peers who will provide good role models for language and communication skills.• Clear classroom routines supported by visual cues• Keep-up and catch-up rapid groups• Mastery approach (pared back)		
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<p>EFFECTIVE USE OF TAs</p> <ul style="list-style-type: none">– Model, then teach, then support mind mapping or note taking– Repeat instructions and check understanding

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- Occasional scribing
- Encouraging children to make oral contributions to lessons
- Encourage independence and use of all class strategies before asking for adult help.
- Know about the alternatives to written recording

COMMUNICATION AND INTERACTION

Universal Offer (Wave 1) <i>Available for all pupils</i>	Targeted Support (Wave 2) <i>Additional to/ different from</i>	Specialist provision (Wave 3)
ASSESSMENTS: ECAT, Reception Baseline, Development Matters checkpoints, Celebratory Checkpoints, Teacher assessment, SALT assessments		
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Increased visual aids / modelling etc • Visual timetables • Use of symbols • Structured school and class routines • Now and Next boards • Visual prompt cards • Differentiated curriculum planning, activities, delivery and outcome, eg. simplified language, chunking instructions, processing time • Use of ‘Learning Partners / Talk Partners’ to promote peer tutoring and learning • Structured school and class routines. • Use of symbols / visual prompts • Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Labelled objects in classroom, where appropriate. • Systematic organisation of independent learning tasks and activities • Overt expectations made explicit 	<ul style="list-style-type: none"> • Speech and Language program as set by SAL service • ECAT • Multi-sensory spelling practice groups • Targeted group interventions • Social stories • Mobile First Aid Kit • Risk Assessment • SALT provision • Intensive Interactions • Bucket Time • Curiosity Approach 	<ul style="list-style-type: none"> • Speech and Language support • Speech and Language Therapist in school • 1:1 adult support • Flexible or bespoke timetable

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<ul style="list-style-type: none">• Prompt cards for group roles and conversation skills• Access to break out area or distraction free environment• Regular, short sensory breaks• Personalised Social Stories• Small friendship skills group• Lego therapy• Make it Visual• Opportunities for oral rehearsal of contributions (reading aloud/using Talk Partners etc)• Adults repeat key instructions before rephrasing them for children• Pre teaching• Involvement in practical activities including classroom jobs.• Model language, repeating, asking them again etc• Strategies to facilitate transitions within the school day eg signposting• Playtime support• Emotional Literacy provision (Mood Monsters/Calm Down strategies)• Widgit/PECS• Makaton• Total Communication Approach		
<p>EFFECTIVE USE OF TAs</p> <ul style="list-style-type: none">– Simplify, repeat and break down activities into smaller chunks– Ensure pupils fully understand their task (“Tell me what you have been asked to do”)– Promote children’s independence– Model good language and grammar/correct incorrect grammar or vocabulary– Communication book with family (included photos etc)		

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SOCIAL, MENTAL AND EMOTIONAL HEALTH

Universal Offer (Wave 1) <i>Available for all pupils</i>	Targeted Support (Wave 2) <i>Additional to/ different from</i>	Specialist provision (Wave 3)
ASSESSMENTS: Boxall Profile, Leuvens Scale of Engagement, Development Matters checkpoints, Celebratory Checkpoints, Teacher Observation,		
<ul style="list-style-type: none"> • Whole school Behaviour and Relationships Policy • Daily Emotional check-in • Circle Time • Weekly discreet PSHE lessons • Class responsibilities • Whole staff training on Behaviour Management • Range of opportunities for social and emotional development e.g. buddy systems • Reinforcement of rules – visual prompts to support if needed • Positive intervention strategies • Flexible approaches to a range of different behaviours • Time out systems within the classroom • Use of choice and motivation • Structured routines and clear guidelines • Calming strategies • Clear communication with parent/carer • Regularly reviewed behaviour targets and/or action plan • Pastoral TA support • Creative Curriculum • Individual reward system 	<ul style="list-style-type: none"> • Small group Circle Time • Social skills intervention groups • Lego therapy • Access to pastoral support for friendship /self-esteem / confidence / anger management groups etc. • Support for unstructured times • Sensory Circuits • Access to break out areas • Meet and Greet • Risk Assessment • Derbyshire Behaviour Box • Family Support Worker • Lego Therapy • Individual intervention • Home – school record (daily) • Behaviour Support Service 	<ul style="list-style-type: none"> • CAMHS referral • 1:1 key adult • Compass Changing Lives

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<ul style="list-style-type: none"> • Active learning approaches e.g. Brain Gym • Breathing exercises • Yoga • Positive Behaviour Plan • Fiddle toys • Weighted blanket/cushion • Theraband/rocker • Mobile First Aid Kit • Quiet Lunch • Quiet Assembly • Three year enrichment programme • Dark Den • Work station 	<ul style="list-style-type: none"> • Individual Positive Behaviour Plan • Home-school diary 	
<p>EFFECTIVE USE OF TAs</p> <ul style="list-style-type: none"> – Emotion coaching approach – Offer co-regulation – Lead personal social and health education programmes where appropriate – Support programmes for managing and controlling behaviour – Help deliver a personalised curriculum/timetable 		

PHYSICAL AND SENSORY NEEDS

Universal Offer (Wave 1) <i>Available for all pupils</i>	Targeted Support (Wave 2) <i>Additional to/ different from</i>	Specialist provision (Wave 3)
ASSESSMENTS: Development Matters checkpoints, Celebratory Checkpoints, Teacher assessment, Sensory Profile/audit, Handwriting Baseline, Get Set assessment tool, Sensory Processing Toolkit		
<ul style="list-style-type: none"> • Flexible seating and table arrangements • Writing slopes • Brain gym exercises • Pencil grips • Accessible environment • Carpeted classrooms to reduce background noise (where possible) • Reduce background noise to improve acoustic environment • Uncluttered and well organised learning environment • Access to lip reading/ subtitles on audio visual material • Allow thinking time • Summarise key points at start and end of lesson • High colour contrast materials, including on whiteboard • Good quality print and photocopying • Enlarged print • Pre-prepared work with date/LO etc. • Letter formation and fine motor skills activities • Practical activities and experiential learning, including work with concrete/visual materials and objects of reference to establish concepts and skills. 	<ul style="list-style-type: none"> • Dough Disco • Warwickshire Fine Motor Intervention • Tizzy’s Intervention • Toileting support • 1:1 medical support to monitor blood sugar levels / food intake etc for pupils with diabetes • Access to trained staff to support medical condition • Access to trained staff to support medical condition • Occupational Therapist • Sensory Profile 	<ul style="list-style-type: none"> • Individuals support in class during PE and lunch time • Physiotherapy programme • 1:1 adult support to access the school environment and learning

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<ul style="list-style-type: none">• Opportunities for children to transfer/generalise learning in different contexts.• Sensory Circuits• Zumba Assembly• Lighting adaptations• Dough Disco/Funky Fingers• Opportunities for revision and over learning. • Clear classroom routines supported by visual cues.• Easy access to water• Snacks• Wobble cushion• Ear defenders• Adaptive furniture• Use of assistive technology (ipad)• Active Breaks• Classroom seating consideration• Lighting adaptations		
<p>EFFECTIVE USE OF TAs</p> <ul style="list-style-type: none">– Revision of key skills and concepts– Modified resources (e.g. large print)– Support the use of a ICT e.g. use of laptop/ipad– Individual and group support where appropriate– Adaptation of materials where appropriate– Support for the young person’s personal/revised timetable– Support and encourage independence		

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